



# DEMOGRAPHIC CHANGES AND ITS IMPACT ON UNIVERSALISATION OF PRIMARY EDUCATION- A STUDY IN THE KARBI-ANGLONG DISTRICT OF ASSAM

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## ABSTRACT

The provision of primary education is crucial for spreading mass illiteracy, which is the basic requirement for millennium development. It is well realized that good quality of education always has positive impact not only in country's economic development but also on sound health, lower fertility and maternal mortality, less risk of exposure to HIV/AIDs on greater life expectancy. The demographic changes influence in the progress of universalization of primary education. Education makes people conscious about the standard of living, family size and economy and so on. Education not only raises the age at marriage but it also changes the value system, leading individuals to desire small families. The pace and dynamics of population growth, mainly determined by birth rates is crucial to education planning.

**KEYWORDS:** demographic changes, Impact, universalization, primary education.

## INTRODUCTION:

Education is a human fundamental right which is articulated in the article 26 of the universalization declaration of the human right in 1948. The provision of primary education is crucial for spreading mass illiteracy, which is the basic requirement for millennium development, economic development and progress, modernization of social structure and the effective functioning of democratic institution. Primary education deserves the highest priority not only on ground of social justice and democracy. In the Year 2000, UNO adopted millennium development goals which urge ensure that by 2015 every children boys and girls will be able to complete a full course of primary school education. It is well realized that good quality of education always has positive impact not only in country's economic development but also on sound health, lower fertility and maternal mortality, less risk of exposure to HIV/AIDs on greater life expectancy. Population growth can affect the demand for and supply for education in such a way that it can facilitate or hinder efforts to achieve universal primary education. In demographic changes fertility, marriage, mortality, migration or urbanization influence in the population pattern. It is a fact that there is correlation between education and marriage, education and fertility, education and mortality and education and migration or urbanization. Population growth, especially the rate of fertility has repercussions on the potential demand for education. When the fertility is high the number of children becomes more and it can make the development of education much more difficult situation in regard to budgetary and resource constraints. Karbi-Anglong is the most populous district out of total 32 districts of Assam with total 965280 numbers. As Autonomous district, the nature of primary and secondary education is decentralized and the District Council has the power to establish, construct or manage primary school within its jurisdiction. It has also power to determine the language as the medium of instruction. There is a separate education department which has been serving a lot regarding the development and progress of primary education by maintaining its autonomy characteristics.

## OBJECTIVES OF THE STUDY:

1. To study about the demographic changes in the district of Karbi-Anglong of Assam.
2. To study about the effects of demographic changes in the progress of universalisation of primary education.

## METHODOLOGY:

For the present study both primary and secondary data were collected. Primary data had been collected by the direct personal interview and observation from the different age group parents and Secondary data have been collected from the different books, articles, office documents and concern official records.

## SIGNIFICANCE OF THE STUDY:

Demography is now considered as a key variable in education planning. There is a vast amount of literature on the link between education and the population pattern. There is relationship between education and marriage, education and fertility, education and mortality, education and migration and so on. Indeed more educated people have a greater chance of survival and hence, longer life expectancy. They are more aware of the rules of hygiene and less fatalistic in the face of disease. It is more educated people who tend to migrate to cities and abroad. Education not only raises the age at marriage but it also changes the value systems, leading individuals to desire small families.

## ANALYSIS AND INTERPRETATION OF DATA:

### Growth of Population :

The growth of population in the district Karbi-Anglong is normal according to the census reports. Except for the first one or two decades of the last century, the rest shows a positive population growth in the district. In the year 1951, the total population was 165440 with decadal percentage variation 30.96 and it is increased population up to 662723 with 74.72 decadal percentage in the year 1991. The Census Report 2011 shows that the present population of Karbi-Anglong is 965280, where male and female number is 493482 and 471798 respectively.

**Table 1: Population Growth with Decadal Percentage Variation**

Year	No of Individuals	Male	Female	Sex Ratio	Decadal Percentage Variation
1951	165440	-----	-----	-----	30.96%
1961	279724	-----	-----	-----	79.21%
1971	455357	-----	-----	-----	68.26%
1991	662723	347607	315116	907	74.72%
2001	813311	422250	391061	926	22.72%
2011	965280	493482	471798	956	18.69%

The table 1 clearly shows that the present sex ratio is 956 female each of 1000 male and the decadal percentage variation is 18.69.

**Table 2: Density of Population with urban and Rural Distribution of people**

Year	Density of Population ( per square km )	Urban	Rural
1971	30	----	---
1991	56	70466	592257
2001	78	91930	721381
2011	93	114122	851158

The table 2 shows that the density of population increases gradually in this district i.e. 30, 53, 78 and 93 per square km in the year 1971, 1991, 2001, 2011 respectively. In the year 1991, the total people 70466 were lived in the urban places and in the year 2011, it increases 114122. The 2011 census shows that the rural and urban population in the district is 114122 and 851158 respectively.

**Table 3: Population distribution in urban areas with decadal growth and literacy rate, 2011**

Town	Population	Decadal Growth	Literacy Rate		
			Total	Male	Female
Hamren	8694	2.95	86.86	90.65	82.90
Donkamokam	9121	10.69	83.69	89.73	77.49
Diphu	63654	21.69	90.34	94.00	86.27
Bokajan	19936	40.21	86.77	91.37	81.49
Laharijan	2526	-----	82.36	88.06	76.02
Howraghat	5430	34.01	91.94	95.38	88.48
Dokmoka	4761	2.08	82.57	87.45	77.96

The table 3 shows that the literacy rate in these towns are more than 80% in where male literacy rate is higher than female literacy rate in all towns of the district. The highest male and female literacy rate is in the Howraghat town i.e. 95.38% and 88.48% respectively.

**Table 4: Literacy rate in Karbi-Anglong and Assam (Census Years)**

Year	Literacy Rate			
	Karbi-Anglong			Assam
	Male Literacy	Female Literacy	TOTAL	
1951	09.26	02.17	05.9%	18.2%
1961	25.56	06.87	16.92%	27.4%
1971	26.93	10.29	19.37%	28.3%
1991	55.55	34.35	45.57%	52.89%
2001	68.11	48.65	58.83%	64.28%
2011	82.12	64.62	73.52%	73.18%

From the table -4 it is observed that in the year 1951, the literacy rate in the district were only 5.9% against the state rate 18.20%. As such, in the year 1961 and 1971 it was slightly increased. In the year the literacy rate of karbi-Anglong Autonomous District was increased satisfactorily up to 45.5%. It was because of some of the different educated group of persons come to the district for their govt job. Secondly, from the 70 decade the district council took initiative to established more primary and secondary schools. Thirdly, from the year 1981, the Adult Education Programme was being extended in the district. The present literacy rate in the Karbi-Anglong district is 73.52 according to the census of 2011, which is more than that of state literacy rate. The district has been successfully creating awareness about the importance of elementary education.

**Table 5: Year wise Enrolment of Govt. and Govt. aided Schools**

Year	Primary	Upper Primary	Total
2010-2011	98954	47011	145965
2011-2012	112502	51304	163806
2012-2013	114662	52851	167513
2013-2014	116684	53981	170665
2014-2015	118541	54754	173295
2015-2016	120617	55982	176599

The table 5 shows that the enrolment of students in the primary and upper primary level is increased during the period 2010-11 to 2015-16. In the Year 2010-11 the enrolment of both the level was 145965. The number of enrolment is increased up to 176599 in the year 2015-16.

**Table 6: Year wise drop out in primary and upper primary school**

Year	Primary	Upper Primary	Total
2010-2011	16.6 %	6.9%	11.75%
2011-2012	16.2%	6.7%	11.45%
2012-2013	15.4%	6.2%	10.80%
2013-2014	15.2%	5.9%	10.55%
2014-2015	14.8%	5.8%	10.30%
2015-2016	13.7%	5.2%	09.45%

The table 6 shows that the dropout rate of elementary level of students in the district is low down from 11.75% in the year 2010-11 to 09.45% in the year 2015-16. It is also observed that the percentage of dropout is higher in lower primary than the upper primary level of education. Thus, the highlighted data of the district shows the scenery of universalisation of primary education. It can be assumed that proper implementation and utilization of Govt. schemes, strategy, and funds make success elementary education in the district.

#### MAJOR FINDINGS OF THE STUDY:

- It is found in this study that the demographic changes influence in the progress of universalisation of primary education.
- It is also find out that education makes people conscious about the standard of living, family size and economy and so on. Indirectly it influences in demographic changes.
- The study reveals that there exist correlation between education and marriage. Educated people marry later in life than those with little or no schooling.
- It is find out that levels of education seem to have an impact on migration pattern. More educated people tend to migrate to cities or abroad.
- Education not only raises the age at marriage but it also changes the value system, leading individuals to desire small families. An educated woman who marries later in life will start having babies later. As a result, such

woman has fewer children than a woman with little or no education.

- Educated woman have a higher social status and tend to be urban residents. Finally, they know more about contraception.
- The structure or age composition of the population determines the size of the school age population, i.e. the potential demand for education. For the greater the number of children, the greater the need to create classroom space and recruit teachers.
- The pace and dynamics of population growth, mainly determined by birth rates is crucial to education planning. Indeed, the number of future births will affect the number of pupils or students to be accommodated at every level of the education system each year and hence, on the rate of construction of new educational infrastructure.

#### CONCLUSION:

Comparison between different countries and regions show that while demographic trend play an important role in the development of education then their impact depends on interaction with other socio-economic, socio-cultural and political factors. Indeed because of high population growth risks hindering the development of education. It may prevent the role of education in facilitating the demographic transition and improving people's health and well being. Where there is high population growth, universal primary education strategies must co-exist with population programmes that tend to reduce fertility.

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